



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1270 West Silverlake Rd., Tucson, AZ 85713

Pima Accommodation District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 N/A
2004-05 N/A
2003-04 Not Evaluated

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Mark Jones
Schedule : 07:30 AM to 04:00 PM
Grades : 8-12
Web Address :
Phone Number : (520) 740-4724
Fax Number : (520) 882-5184
E-mail : markwj@mindspring.com

Mission

The CAPE School - Jail provides education to inmates ages 14-21 in the county adult jail facility. The school is part of the Pima Accommodation District which is operated through the Pima County School Superintendent's Office.

School / Academic Goals

- ü To provide educational programming for juveniles under the age of 18 and to adult inmates between the age of 18 and 21 in need of special education services being held in an adult jail facility.
- ü To identify and provide IDEA services to detained students with special needs, and meet state and federal IDEA compliance requirements.

Enrollment

October 1, 2005 School Year Student Enrollment : 35
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Incarcerated Setting
- Ü On-site Special Education
- Ü High School Curriculum
- Ü Adult Facility

Calendar Information

Number of Instruction Days :	223
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	6/20/2006

Shared Responsibilities

School

The school ensures that students with special needs have due process to IEP procedures. Curriculum is a standard high school core curriculum and the school utilizes the ADE Merging 2 Worlds curriculum and is aligned to the Arizona Academic Standards.

Parents

Parents provide assistance to ensure a smooth transition to the next placement. Students are in an incarcerated setting. The sheriff restricts school staff access to parents. Parents have limited access to school activities due to security concerns.

Transportation Policy

All students are in a secured jail setting where transportation needs are met by the correctional staff.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Member of ACE Governing Board	2005
Ü Sheriff Commendation for Excellence	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	11	78400	--	79	97	--	519	554	--	45	21	--	27	19	--	18	47	--	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	38686	--	NC	98	--	NC	554	--	NC	20	--	NC	20	--	NC	49	--	NC	12
Male	--	NC	39636	--	NC	96	--	NC	554	--	NC	23	--	NC	18	--	NC	46	--	NC	13
African American	--	NC	4193	--	NC	97	--	NC	533	--	NC	32	--	NC	23	--	NC	40	--	NC	5
Hispanic	--	NC	30732	--	NC	97	--	NC	534	--	NC	31	--	NC	24	--	NC	40	--	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	--	NC	37038	--	NC	97	--	NC	575	--	NC	11	--	NC	14	--	NC	56	--	NC	19
Students with Disabilities	--	NC	7840	--	NC	81	--	NC	498	--	NC	60	--	NC	18	--	NC	20	--	NC	2
Students without Disabilities	--	NC	70560	--	NC	99	--	NC	560	--	NC	17	--	NC	19	--	NC	50	--	NC	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	--	11	45386	--	79	99	--	519	569	--	45	15	--	27	15	--	18	52	--	9	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	11	79179	--	79	98	--	492	519	--	27	11	--	36	27	--	36	58	--	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	38974	--	NC	99	--	NC	524	--	NC	8	--	NC	25	--	NC	61	--	NC	5
Male	--	NC	40124	--	NC	97	--	NC	513	--	NC	13	--	NC	28	--	NC	54	--	NC	4
African American	--	NC	4243	--	NC	98	--	NC	506	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Hispanic	--	NC	30987	--	NC	98	--	NC	498	--	NC	17	--	NC	36	--	NC	45	--	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	--	NC	37467	--	NC	98	--	NC	539	--	NC	5	--	NC	17	--	NC	70	--	NC	8
Students with Disabilities	--	NC	8567	--	NC	88	--	NC	467	--	NC	39	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	NC	70612	--	NC	99	--	NC	524	--	NC	7	--	NC	25	--	NC	62	--	NC	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	--	11	45834	--	79	99	--	492	533	--	27	7	--	36	19	--	36	67	--	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	79734	--	100	99	--	524	554	--	7	3	--	33	19	--	60	78	--	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	39243	--	NC	99	--	NC	568	--	NC	2	--	NC	12	--	NC	85	--	NC	1
Male	--	11	40413	--	100	98	--	505	541	--	9	4	--	36	26	--	55	70	--	NA	0
African American	--	NC	4285	--	NC	99	--	NC	548	--	NC	3	--	NC	22	--	NC	74	--	NC	0
Hispanic	--	NC	31254	--	NC	99	--	NC	539	--	NC	5	--	NC	25	--	NC	70	--	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	--	NC	37668	--	NC	99	--	NC	569	--	NC	1	--	NC	13	--	NC	85	--	NC	1
Students with Disabilities	--	NC	8943	--	NC	92	--	NC	495	--	NC	11	--	NC	51	--	NC	38	--	NC	1
Students without Disabilities	--	NC	70791	--	NC	100	--	NC	561	--	NC	2	--	NC	15	--	NC	83	--	NC	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	--	15	46016	--	100	100	--	524	567	--	7	2	--	33	14	--	60	84	--	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	30	71130	NC	100	95	NC	657	701	NC	83	23	NC	3	13	NC	13	51	NC	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	35465	--	NC	96	--	NC	702	--	NC	21	--	NC	13	--	NC	53	--	NC	13
Male	NC	26	35648	NC	100	94	NC	657	701	NC	85	24	NC	NA	12	NC	15	50	NC	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	NC	19	25103	NC	100	95	NC	657	685	NC	84	34	NC	5	16	NC	11	45	NC	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	--	NC	36075	--	NC	95	--	NC	715	--	NC	12	--	NC	9	--	NC	58	--	NC	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	NC	22	65268	NC	100	98	NC	661	705	NC	77	19	NC	5	12	NC	18	54	NC	NA	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	NC	30	48173	NC	100	96	NC	657	709	NC	83	17	NC	3	11	NC	13	55	NC	NA	18

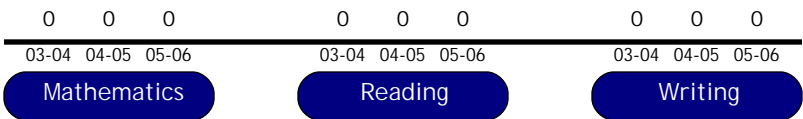
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	27	73018	NC	57	97	NC	665	703	NC	11	6	NC	48	23	NC	41	64	NC	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	36181	--	NC	97	--	NC	708	--	NC	4	--	NC	21	--	NC	65	--	NC	9
Male	NC	21	36816	NC	49	96	NC	662	699	NC	10	7	NC	57	24	NC	33	62	NC	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	NC	18	25801	NC	60	96	NC	660	683	NC	17	10	NC	39	34	NC	44	53	NC	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	NC	37024	--	NC	97	--	NC	721	--	NC	2	--	NC	12	--	NC	73	--	NC	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	NC	22	65848	NC	71	98	NC	670	708	NC	14	4	NC	36	20	NC	50	67	NC	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	NC	27	49106	NC	57	98	NC	665	714	NC	11	4	NC	48	16	NC	41	69	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	27	72810	NC	57	96	NC	639	685	NC	15	6	NC	74	30	NC	11	58	NC	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	36111	--	NC	97	--	NC	695	--	NC	4	--	NC	23	--	NC	65	--	NC	8
Male	NC	19	36678	NC	44	95	NC	636	674	NC	16	9	NC	74	36	NC	11	52	NC	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	NC	19	25735	NC	63	96	NC	636	669	NC	11	10	NC	84	41	NC	5	48	NC	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	NC	36915	--	NC	97	--	NC	697	--	NC	3	--	NC	21	--	NC	67	--	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	NC	22	65739	NC	71	98	NC	646	689	NC	9	4	NC	77	27	NC	14	62	NC	NA	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	NC	27	48996	NC	57	97	NC	639	693	NC	15	4	NC	74	24	NC	11	64	NC	NA	7

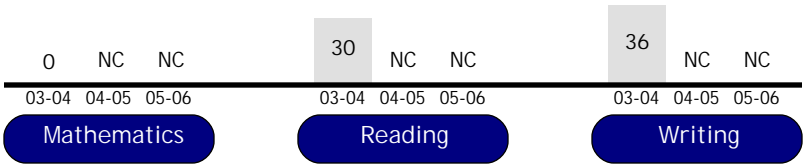
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
8	Reading	--	--	NA	55	--	--	28	51	--	--	2	58
	Language	--	--	13	52	--	--	27	50	--	--	22	56
	Mathematics	--	--	23	61	--	--	27	53	--	--	0	58
9	Reading	81	26	NA	42	NC	NC	34	51	NC	NC	21	52
	Language	69	20	16	42	NC	NC	31	50	NC	NC	22	50
	Mathematics	69	NA	26	63	NC	NC	26	50	NC	NC	14	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 1 Teacher(s)
 0 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Linkage Between School and Sheriff Prog.
 Ü North Central Assn. Goals Development
 Ü Review of Policies/Procedures
 Ü Development of Inservice Opportunities

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	1.00	Teacher	2.00
Other Professional Staff	.25	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	2	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü County Jail Classroom
 Ü Classroom Annex - Computer Lab

Extracurricular Activities

Ü None Available Due to Security Issues

Social Services

Ü Health Services
 Ü Legal Services
 Ü Recreational Activities
 Ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü CAPE staff served on the state vocational curriculum development committee for county jail facilities.

ü The CAPE School - Jail received renewed North Central Association accreditation on 6/30/2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	3	89	88	73
Graduation Rate ⁶	2	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The CAPE School - Jail is located within the secure confines of the Pima County Adult Detention Facility. Detention staff maintain a disciplinary system that extends to the school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lisa Klukosky	(520) 547-8259
Transportation Policy		
Community Resources	Lt. Schleter	(520) 547-8387
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.